

# CAREER CHOICES--8TH GRADE EMPLOYABILITY SKILLS--"TOOLS FOR SUCCESS"

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Thanks also to Michael Hackworth and Donnalie Stratton, Consultants in the Office of Career and Technical Education who served as project directors and to Linda Dunsmore, retiree from Division of Career and Technical Education for editing and providing technical assistance to the project.

# To the Teacher

Career Choices is a program designed for middle school students and introduces them to a broad range of careers in today's society. The materials in these units for the eighth grade were developed to give an overview of curriculum that might be used by any certified middle school teacher for career exploration.

The materials are organized in units as follows:

**Tools for Success** 

The Race Is On

The Final Lap

(The number of lessons may be adjusted depending on the school's schedule)

Included in the unit are learning targets and learner activities which encompass ELA (English/Language Arts) and Math Common Core State Standards, 21<sup>st</sup> Century Skills, and cross-referenced with other national and state standards.

To aid the teacher in using some of the learner activities identified in the units, supplements are provided at the end of the unit. These materials are ready-to-copy or may need to be altered to suit specific classroom needs. A list of the supplements and access information can be found in the resource section of the unit.

**Career Choices: Eighth Grade** 

Course Title: Career Choices Grade Level: 8

**Description:** This course is designed to prepare 8<sup>th</sup> grade students through the integration of 21<sup>st</sup> Century Skills to maximize their secondary education to meet future career opportunities. Units of instruction focus on content as outlined in the KDE Program Review for Practical Living/Career Studies. Students assess their personal interests in order to assist them in identifying secondary course selection and planning a career path. This course will utilize the Individual Learning Plan (ILP) as a tool to plan, monitor, and communicate the students' progress toward their educational and career goals.

Unit Title: Employability Skills – "Tools for Success"

### **Section I: General Information and Overview:**

**Unit Overview:** Unit focuses on skills employers expect potential employees to have before they ever start their first jobs, examples of employability skills, and how to improve or sharpen employability skills, thus making the student more employable.

### **Section II: Learning Targets – I Can:**

- --Identify why people work.
- --Identify and give examples of employability skills.
- --Exhibit productive work habits/ethics, attitudes, and team skills and explain their importance in the work place.
- --Access my ILP.

# **Section III: Major Focus**

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 <sup>st</sup> Century Skills
I can identify why people work.	View the Supplement 1 Why Work? PowerPoint to obtain knowledge about why people work.  Complete Supplement 1-b Why Work?	CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy
I can identify and give examples of employability skills.	View the Supplement 2 Employability Skills PowerPoint to obtain knowledge of what are "Employability Skills" (Basic Skills, Thinking Skills, Personal Qualities, Resources, Interpersonal, Information, Systems, and Technology).	CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving
	Evaluate personal employability skills by using Supplement 3"Do You Have What Employers Want?" and Supplement 4 "Do You Have What Employers Want?".  (Supplement #3 is a Word document only, whereas Supplement #4 is an Excel document that will find student average automatically for each skill	CCSS.ELA-Literacy.WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving
	category.)  Working individually or in small groups, students will <b>draw</b> four columns on paper. In the first column they will <b>list</b> as many employability skills as possible without notes or other help. In the	CCSS.ELA-Literacy.WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes) second column they should briefly state how that skill can help in a job. In the third column students should briefly state how that skill can help in school. In the fourth column students should briefly state how that skill can help things go smoother at home.  All papers, notes, foldables and/or brochures should be kept in the student's Career Choices folder in the order they are assigned and	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 <sup>st</sup> Century Skills
I can exhibit productive work habits/ethics, attitudes, and team skills and explain their importance in the work place.	numbered.  Develop teamwork skills by completing Supplement 5 Fruit Loop Activity.	CCSS.Math.Content.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving
I can access my ILP.	Access ILP Supplement 6 ILP Activity 1: Getting Started With Your ILP.	CCSS.ELA-Literacy.RST.6-8.4  Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Initiative and Self-Direction Information Literacy

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 <sup>st</sup> Century Skills
ASSESSMENT	Demonstrate knowledge of "Employability Skills" by creating a Supplement 7 Help Wanted Classified Ad.	CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving

# **Section IV: Culminating Project and Scoring Guide**

Teacher will pair up students to do the introductory portion of this activity. The teacher should clip Help Wanted Ads from the local newspaper. Five (5) ads are needed for each pair of students. Place each pair's ads into an envelope.

Give each pair an envelope of help wanted ads. Direct the students to work with their partner to read through each of the ads. Make a list of everything the five ads have in common. Collect the envelopes once the teams have completed the list of what all help wanted ads have in common.

Have teams share their list with the class.

The students will then individually combine and apply their knowledge of the employability skills and their newly gained knowledge of help wanted ads. They will create "help wanted ads" for two of the employability skills. They should not directly list the name of the skill; instead give the reader clues to help them figure out the skill wanted.

The ads should be created using a word process such as MS Word using correct newspaper ad format.

# **Classified Ad Scoring Guide:**

CATEGORY	4	3	2	1
Skill Knowledge (40 Points Possible)	All of the assigned skill's characteristics are fully defined and illustrated in the classified ad.	At least half of assigned skill's characteristics are defined and illustrated in the classified ad.	Less than half but at least one of assigned skill's characteristics are defined and illustrated in the classified ad.	None of the assigned skill's characteristics are defined and illustrated in the classified ad.
Creativity (30 Points Possible)	Ad shows a large amount of original thought. Ideas are creative and inventive.	Ad shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
(30 Points font, color, graphics, color, graphic		Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often detract from the presentation content.

# **Section V: Assessment and Enabling Skills and Processes**

#### A. Assessment

- Daily work and participation
- Froot Loops & Teamwork Writing Prompt
- Classified Ad Assessment

### B. Enabling Skills/Processes (21st Century Skills)

21st Century Skills can be found at

http://www.bie.org/research/21st\_century\_skills?gclid=CN6s9N7mprMCFQMFnQodaC4A6Q

#### C. Vocabulary

Employability skills Personal qualities Technology
Basic skills Resources Interpersonal
Thinking skills Information systems

# Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

#### A. Resource Tools

• www.careercruising.com Career Cruising

#### **B.** Resource Text

#### C. Technology

- Computer Lab /IPads for Career Cruising website
- Equipment necessary to present PowerPoint

#### D. Materials

- Paper for activities
- Pencil and notebook paper
- Personal binder/folder

#### E. Equipment

Computer Lab/IPad Cart

#### F. Supplements

- Supplement 1: Why Work? PowerPoint
- Supplement 1-b: Why Work?
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- Supplement 3: Do You Have What Employers Want? Word Document
- Supplement 4: Do You Have What Employers Want? Excel Document
- Supplement 5: Teamwork with Froot Loops
- Supplement 6: ILP Activity 1
- Supplement 7: Help Wanted Ad

# Section VII: SCANS (Secretary's Commission on Achieving Necessary Skills)

C1—Allocates Time C2—Allocates Money

C5—Acquires and Evaluates Information

C6—Organizes and Maintains Information

C7—Interprets and Communicates Information

C8—Uses Computers to Process Information

C9—Participates

C19—Applies Technology to a Task

F1—Reading

F2—Writing

F4—Math

F5—Listening

F6—Speaking

F7—Creative Thinking

F8—Decision Making

F12—Reasoning

F13—Responsibility

F15—Social

F16—Self Management

F17—Integrity/Honesty

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Included in the unit are learning targets and learner activities which encompass ELA (English/Language Arts) and Math Common Core State Standards, 21<sup>st</sup> Century Skills, and cross-referenced with other national and state standards.

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**Career Choices: Eighth Grade** 

Course Title: Career Choices Grade Level: 8

**Description:** This course is designed to prepare 8<sup>th</sup> grade students through the integration of 21<sup>st</sup> Century Skills to maximize their secondary education to meet future career opportunities. Units of instruction focus on content as outlined in the KDE Program Review for PL/CS. Students assess their personal interests in order to assist them in identifying secondary course selection and planning a career path. This course will utilize the Individual Learning Plan (ILP) as a tool to plan, monitor, and communicate the students' progress toward their educational and career goals.

Unit Title: Career Awareness and Exploration – "The Race is On"

## **Section I: General Information and Overview:**

**Unit Overview:** Unit focuses on career awareness within the 16 career clusters, use of technology in today's careers, and current job market based on regions and communities.

### **Section II: Learning Targets – I Can:**

- --Identify the 16 career clusters and how they are different among communities and regions.
- --Identify resources (current labor market information and personal interviews) to analyze future career opportunities and availability.
- --Utilize and update the Individual Learning Plan (ILP).

# **Section III: Major Focus**

Learning Target	Learner Activities	Common Core Standards	Partnership for
	(Enabling Knowledge and Skills/Processes)	English/Language Arts and Mathematics	21 <sup>st</sup> Century Skills
Utilize and update the Individual Learning Plan (ILP).  Identify the 16 career clusters and how they are	Update/Complete the Individual Learning Plans (ILP) using the Career Matchmaker. Identify current interests or review and make changes as needed to match current interests.  Complete Supplement #1 Using Career Matchmaker.  Note: Overview the ILP and the role it plays in their education and career planning.	CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Information Literacy Critical Thinking and Problem Solving
different among communities and regions.	Possible activities:  1. From the career matchmaker session, create a collage that highlights the two career cluster areas that matched the students' interests. Use the center of the board to label the two cluster areas and add pictures/words that represent the career cluster.  Note: Students can give a quick presentation of their collage to the class or small groups.  Discuss the job outlook of these career opportunities.  2. Using www.kheaa.com, identify the 16 career clusters. Go to "Other Resources" and scroll down to "Career Resources."	CCSS.ELA-Literacy.WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Creativity and Innovation Information Literacy Critical Thinking and Problem Solving Global Awareness Media Literacy
	Scroll down to "Career One-Stop Career Video." "View" career cluster videos and identify facts about the clusters and occupations that fall within the cluster.		

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 <sup>st</sup> Century Skills
	Supplement 2: Career Clusters  Supplement 3: Classifying Occupations		
Identify resources (current labor market information and personal interviews) to analyze future career opportunities and availability.	Using <a href="www.workforcekentucky.ky.gov">www.workforcekentucky.ky.gov</a> for state information or <a href="www.bls.gov/oco">www.bls.gov/oco</a> for national information, <a href="explore">explore</a> career clusters and the current labor market projections within communities and regions. (See sample Supplement 4: "Region Comparisons" table.)  **Note:* Students can work in small groups and be assigned specific regions to consider.  Use a variety of resources (internet, books, and personal interviews) to research a career of interest. *Participate* in a project that includes a variety of information that can lead to an end product.  Sample ideas for project requirements:  **Activity 1:* Identify* and explain* their perception of the ideal job by writing a story about what they see themselves doing in a career based on their own interests, skills, and abilities. (Supplement #5: "My Ideal Job")  **Activity 2:* Research* one career of interest by	CCSS.Math.Content.8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.  CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing	Global Awareness Information Literacy Flexibility and Adaptability Media Literacy  Global Awareness Information Literacy Flexibility and Adaptability Media Literacy Environmental Literacy Initiative and Self- Direction Productivity and Accountability Leadership and Responsibility
	completing the worksheet with specific information and developing a brochure or presentation (PowerPoint or Prezi) about the career. (Supplement #6: "Career Research")	what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts,	

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 <sup>st</sup> Century Skills
	Activity 3: Contact a company or college by writing a letter requesting career information to be sent. (Supplement #7: "Sample Letter")  Activity 4: Locate an ad (internet or newspaper) for career opportunities available at the present time.	tables), and multimedia when useful to aiding comprehension.  CCSS.ELA-Literacy.WHST.6-8.2b  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
	Activity 5: Interview a person (face to face or by phone) who is in the career of choice. (Supplement #8: "An Employer's Interview")  Activity 6: Compile all information to turn in and/or present to class. (Supplement #9: "Career Choice Research Project Scoring") and (Supplement #10: "Career Presentation Scoring Guide")  Note: Students could choose 4 of the first 5 activities. Students will need the requirements to be clear with specific deadlines and	CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the	
	expectations.	credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
ASSESSMENT	Choose a career to shadow (should be one that falls into the cluster they were matched with in the first lesson). This can be a one-day shadowing experience with or without additional requirements such as reports, question/answer sheet, presentation. Permission slips will be necessary. Class time will be needed to prepare students.	CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Learning Target	Learner Activi (Enabling Knowled Skills/Process	dge and	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 <sup>st</sup> Century Skills
	Information for Project	Supplement #	CCSS.ELA-Literacy.WHST.6-8.7	
	Job Shadowing Information	<u>11</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on	
	Sample Form: Job Shadowing Placements (spreadsheet)	<u>12</u>	several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
	Student/Teacher Consent Form	<u>13</u>	CCSS.ELA-Literacy.WHST.6-8.8	
	Medical Authorization	<u>14</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the	
	Parent/Guardian Consent Form	<u>15</u>	credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding	
	Job Shadowing Experience	<u>16</u>	plagiarism and following a standard format for citation.	
	StudentSelf Evaluation Form	<u>17</u>		
	Job Shadow EmployerEvaluation	<u>18</u>		
	Reflections	<u>19</u>		
	Job Shadowing Reflection Report	<u>20</u>		
	Rubric	See below		

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 <sup>st</sup> Century Skills
	<b>Note:</b> This shadowing experience needs to be designed according to school regulations with regard to off-campus activities. This can be a culminating project of the unit (a reflection paper idea and rubric are listed under Section IVCulminating Project for this unit).		
	Alternative lesson if job shadowing is not an option:		
	Organize a panel of speakers, career fair or reality store representing various careers so students gain career information through question/answer session. (Sample forms and information provided— Career Awareness Supplements 21-24)		
	Forms and Career Information Awareness Supplement Sample Career 21		
	Panelist Letter  Sample Schedule of 22  Events		
	Sample: Career Day Stations 23		
	Sample Career Day Letter 24		
	<b>Note</b> : For alternative lesson, provide an evaluation of the teacher's choice.		

# **Section IV: Culminating Project and Scoring Guide**

#### **Job Shadowing Reflection Paper**

Students will write a paper reflecting on their job shadowing experience. Detailed instructions are in "Job Shadowing Reflection Report" Career Awareness Supplement 20. This project will pull lessons within the unit together by allowing students to shadow in their career cluster area of interest. They will be able to observe technology in the workplace, working conditions, and the current labor market. They will draw conclusions about what they learned and observed in the career cluster area they shadowed and compare it to what they learned in class through their research and assignments.

**Scoring Guide** 

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Work Environment	Gives thorough description of the work environment.	Gives appropriate description of the work environment.	Description of work environment is limited.	Description of work environment is not addressed.
Job Duties/ Technology	Identifies and explains 4 or more job duties observed. Explains technology used in the occupation.	Identifies and explains 2 job duties observed. Identifies but does not explain technology used in the occupation.	Job duties and technology used in occupation are addressed on a limited basis.	Job duties and technology in occupation are not addressed.
Advantages/ Disadvantages	Lists 3 or more advantages/ disadvantages of the career.	Lists 2 advantages/ disadvantages of the career.	Identifies at least 1 advantage/ disadvantage of the career.	No advantages and disadvantages of the career.
Reflection	Reflects on experience by drawing 3 or more conclusions from the observation.	Reflects on experience with 2 concluding conclusions.	Reflection on experience is limited.	Reflection on experience is not present.
Communication	Well organized and communicates effectively.	Mostly organized and communicates effectively.	Some organization and effective communication.	Limited organization and effective communication.
	Few grammatical and spelling errors, and they do not distract the reader.	Some grammatical and spelling errors, but they do not distract the reader.	Some grammatical and spelling errors that distract the reader.	Many grammatical and spelling errors that distract the reader.

### Section V: Assessment and Enabling Skills and Processes

#### A. Assessment

Projects, Job Shadowing, Reality Store, Career Panel Speakers, etc.

### B. Enabling Skills/Processes (21st Century Skills)

21<sup>st</sup> Century Skills can be found at http://www.bie.org/research/21st\_century\_skills?gclid=CN6s9N7mprMCFQMFnQodaC4A6Q

#### C. Vocabulary

- Individual Learning Plan (ILP)
- Labor Market
- Job Shadow
- Career Cluster

# Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

#### A. Resource Tools

- Individual Learning Plan (ILP)
- Local Businesses (Job Shadowing)
- Careercruising.com/ilpschool (ILP handouts available)
- Kheaa.org
- Bls.gov/oco
- Todaysmilitary.com
- Careerinfonet.org/careertools\_intro.asp
- Workforcekentucky.ky.gov

#### **B. Resource Text**

#### C. Technology

- Computers and Printer
- Projector

#### D. Materials

- Pens
- Pencils
- Markers
- Large Paper

### E. Equipment

#### F. Supplements

Supplement 1: <u>Using Career Matchmaker</u>

Supplement 2: Career Clusters

Supplement 3: Classifying Occupations
Supplement 4: Region Comparison

Supplement 5: My Ideal Job
Supplement 6: Career Research
Supplement 7: Sample Letter
Supplement 8: Employer's Intention

Supplement 8: <u>Employer's Interview</u>

Supplement 9: Career Choice Research Project Scoring
Supplement 10: Career Presentation Scoring Guide

Supplement 11: Job Shadowing Information

Supplement 12: Sample Form: Job Shadowing Placements

Supplement 13: Student/Teacher Consent Form

Supplement 14: Medical Authorization

Supplement 15: Parent/Guardian Consent Form
Supplement 16: Job Shadowing Experience

Supplement 17: Student Job Shadowing Self-Evaluation
Supplement 18: Job Shadowing Employer Evaluation

Supplement 19: Reflections

Supplement 20: Sample Reflection Report Supplement 21: Sample Career Panelist Letter Supplement 22: Sample Schedule of Events
Supplement 23: Career Day Stations
Supplement 24: Sample Career Day Letter

# CAREER CHOICES--8TH GRADE EDUCATIONAL CAREER PLAN--"The Final Lap"

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The Final Lap

(The number of lessons may be adjusted depending on the school's schedule)

Included in the unit are learning targets and learner activities which encompass ELA (English/Language Arts) and Math Common Core State Standards, 21<sup>st</sup> Century Skills, and cross-referenced with other national and state standards.

To aid the teacher in using some of the learner activities identified in the units, supplements are provided at the end of the unit. These materials are ready-to-copy or may need to be altered to suit specific classroom needs. A list of the supplements and access information can be found in the resource section of the unit.

**Career Choices: Eighth Grade** 

Course Title: Career Choices Grade Level: 8

**Description:** This course is designed to prepare 8<sup>th</sup> grade students through the integration of 21<sup>st</sup> Century Skills to maximize their secondary education to meet future career opportunities. Units of instruction focus on content as outlined in the KDE Program Review for Practical Living/Career Studies. Students assess their personal interests in order to assist them in identifying secondary course selection and planning a career path. This course will utilize the Individual Learning Plan (ILP) as a tool to plan, monitor, and communicate the students' progress toward their educational and career goals.

**Unit Title:** Educational Career Plan – "The Final Lap"

## **Section I: General Information and Overview**

Grade Level: 8 Suggested Number of Lessons: Approximately 10 fifty-minute lessons

**Unit Overview:** Unit focuses on finalizing the required 8<sup>th</sup> grade activities on the Individual Learning Plan (ILP) before entering high school. The students' annual ILP reviews should begin as a part of these lessons.

### **Section II: Learning Targets – I Can:**

- --View and update my ILP.
- --Identify ways to pay for college.

# **Section III: Major Focus**

Learning	Learner Activities	Common Core Standards	Partnership for 21 <sup>st</sup>
Target	(Enabling Knowledge and Skills/Processes)	English/Language Arts and Mathematics	Century Skills
I can view and update my ILP.	Complete ILP grade level requirements using the tasks found on Supplement 1: "Get it Done!" This activity consists of revising and tying up loose ends in Career Matchmaker, Goals and Plans, Activities and Experiences, and Awards and Recognitions sections of the online ILP. Check ILP completion status using the View Details link to the right of the status bar at the top of the screen to view a description of the completion criteria for the 8 <sup>th</sup> grade level. Information on how to complete each section is located here.  Note: If students missed parts of the previous sections, completion of the supplement should provide enough information to meet their goals. Modify the homework assignment as needed to interview persons on the phone who are working in the same career that interests the student.	CCSS.ELA-Literacy.RI.8.8  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  CCSS.ELA-Literacy.WHST.6-8.7  Conduct short research projects to answer a question (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving
I can identify ways to pay for college.	Become familiar with the KEES (Kentucky Education Excellence Scholarship) program using directions provided in Supplement 2: "What is KEES?" Locate the answers to this multiple-choice quiz are in Supplement 5: Answers.  Use math to calculate the amount of money	CCSS.ELA-Literacy.RI.8.8  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving
	that could be earned by improving grade point average by one letter grade using the spreadsheet activity found on <a a="" do="" href="Supplement 3: " math"<="" the="">.</a>	CCSS.ELA-Literacy.RI.8.2  Determine a central idea of a text and analyze its development over the course	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 <sup>st</sup> Century Skills
	Reflect on exploration in this section by completing an open response found on Supplement 4: "Open Response: Grades = Cash." Rubric can be found in Supplement 5: Answers.	of the text, including its relationship to supporting ideas; provide an objective summary of the text.  CCSS.ELA-Literacy.RI.8.3  Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving  Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving
I can view and update my ILP.	<ul> <li>Check one more time and make final updates for this session to their online ILP. Have them complete the following on-line tasks as needed:</li> <li>Print ILP completion status by clicking the View Details link to the right of the status bar at the top of the screen to view a description of the completion criteria for the 8<sup>th</sup> grade level. It also gives information on how to complete each section.</li> <li>Review secondary goals discussed in Supplement 4: "Open Response: Grades = Cash" in the previous section and input conclusions in the "Goals and Plans, Short Term and Long Term Goals" section of the ILP.</li> <li>Upload any electronic documents that support the ILP, such as a great portfolio piece, research piece, and so on.</li> </ul>	CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 <sup>st</sup> Century Skills
	Add important links (i.e., links to colleges/universities/career organizations) used during this process.		
	Add high school schedules, if available, by going to the Education Plan button.     Contact the 8 <sup>th</sup> grade or 9 <sup>th</sup> grade counselor to help with course selection.		
	Complete Annual Student Survey, making sure to answer all of the questions (available after the annual ILP review is completed).		
	Print and export the ILP to include in Career Choices Personal Binder.		
	<b>Note:</b> If you are the school's ILP administrator, it is time to conduct each student's annual ILP review. This allows you to meet with each student to review and document his or her progress. Once you finish, students will complete the Annual Student Survey, making sure they answer all of the questions.		
ASSESSMENT	Write a letter to parents explaining what they are planning to do when they get out of high school and inviting parents to review their ILP and offer suggestions. Include information such as things accomplished in this course, the purpose of the Individual Learning Plan, how to access their online ILP, and future plans. Supplement 6: The End or the Beginning?	CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving

# **Section IV: Culminating Project with Scoring Guide**

#### **Inviting Others' Input in Your ILP Process**

Students will write a letter to parents explaining what they are planning to do when they get out of high school and inviting parents to review their ILP and offer suggestions. They should include information such as things accomplished in this course, the purpose of the Individual Learning Plan, how to access their online ILP, and future plans.

**Scoring Guide** 

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Content	All content is correct and a product of the student's own thoughts and ideas. Directions for parents/ guardians to access ILP are accurate and easy to understand.	Almost all content is correct and product of student's own thoughts and ideas. Directions for parents/guardians to access ILP are accurate, easy to understand.	Almost all content is correct and product of the student's own thoughts and ideas. Inaccurate or confusing directions for their parents/guardians to access ILP.	Incomplete content; missing directions for their parents/guardians to access ILP.
Clarity and Neatness	Organized logically, effectively, using paragraphing, transitions, headings, etc. Easy to read and understand. Includes:  • some experiences from this course or school year  • plans for the future  • clear definition of what the ILP is in student's own words  • an invitation/directions for others to offer suggestions	Most of the letter is organized logically using paragraphing, transitions, and headings. Easy to read and includes most of the suggested elements.	Hard to read and understand.	Hard to read and organization is confusing.
Required Elements	Includes an introduction paragraph, several supporting ideas and a conclusion. Employs a suitable tone for the purpose and the audience.	Includes most elements of a letter- introduction paragraph, several supporting ideas, and a conclusion. Employs suitable tone for purpose & audience.	Almost looks like a letter; tone or voice not appropriate for the audience or purpose.	Does not look like a letter. Inappropriate/ineffective tone or voice.
Spelling and Grammar	Uses grammar and word choice that are appropriate for purpose and audience.	Few grammar and/or word choice errors.	Several spelling or grammatical errors.	Numerous spelling and grammatical errors to the point that it is hard to read and understand.

# **Section V: Assessment and Enabling Skills and Processes**

#### A. Assessment

- Daily work and participation
- Open response question
- · Completion of grade level requirements of ILP
- Assessment

### **B. Enabling Skills/Processes**

21st Century Skills can be found at

http://www.bie.org/research/21st\_century\_skills?gclid=CN6s9N7mprMCFQMFnQodaC4A6Q

#### C. Vocabulary

annual	doctorate	job description	post-secondary
aptitude	electives	KEES	recognition
associate's degree	entry level	KHEAA	salary
bachelor's degree	grant	learning styles	secondary
CLEP	individual learning plan	long term goals	short term goals
community service	interests	master	_

# Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

#### A. Resource Tools

- <u>www.careercruising.com</u> Career Cruising
- *The College Circuit.* Free workbooks from The Kentucky Higher Education Assistance Authority (KHEAA). 1.800.928.8926 extension 7377.
- 8<sup>th</sup> or 9<sup>th</sup> grade counselor

#### **B.** Resource Text

#### C. Technology

Computer Lab/Ipads for Career Cruising Website

#### D. Materials

- Paper for Activities
- Pencil and Notebook Paper
- Personal Binder/Folder

#### E. Equipment

Computer Lab/Ipad Cart

#### F. Supplements

- Supplement 1: Get It Done
- Supplement 2: What is KEES?
- Supplement 3: Do the Math
- Supplement 4: Grades = Cash
- Supplement 5: Answer Sheet and Rubric
- Supplement 6: The End or the Beginning

# Section VII: Scans (Secretary's Commission on Achieving Necessary Skills)

- C1 Allocates Time
- C2 Allocates Money
- C5 Acquires and Evaluates Information
- C6 Organizes and Maintains Information
- C7 Interprets and Communicates Information
- C8 Uses Computers to Process Information
- C9 Participates
- C10 Teaches Others
- C12 Exercises Leadership
- C15 Understands Systems
- C16 Monitors and Corrects Performance
- C19 Applies Technology to Task

- F1 Reading
- F2 Writing
- F4 Mathematics
- F5 Listening
- F6 Speaking
- F7 Creative Thinking
- F9 Problem Solving
- F10 Seeing Things in the Mind's Eye
- F12 Reasoning
- F13 Responsible
- F16 Self Management
- F17 Integrity/Honesty